

NEW HORIZONS FOR PRIMARY SCHOOLS

SEMI-ANNUAL REPORT

January - June 2000

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USAID/Kingston
2 Haining Road
Kingston 5, Jamaica

Ministry of Education and Culture
National Heroes Circle
Kingston 4, Jamaica

Submitted by:

Juarez and Associates, Inc.

Home Office
12139 National Boulevard
Los Angeles, CA 90064
(310) 478-0826
(310) 478-1863 (Fax)
juarezassociates.com

Project Implementation Unit
Caenwood Complex
37 Arnold Road
(876) 967-5192
(876) 967-5192 (fax)
nhorizons@cwjamaica.com

In Collaboration with
IDEAS, Ltd.
IdeasLtd@guate.net

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JANUARY - JUNE 2000

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NHP SEMI-ANNUAL REPORT: January-June 2000

EXECUTIVE SUMMARY

This document describes the activities and accomplishments of the New Horizons for Primary Schools (NHP) Activity during January - June 2000. NHP has the objective to enhance the performance of Jamaican primary school students in numeracy and literacy. The focus is on those children who, because of poverty and other disabling conditions, have had little academic success in school. Increased academic success is to be accomplished through the development of model interventions in 72 schools that, when tested, can be used to improve the performance of low-achieving children throughout Jamaica.

In an effort to meet the strategic objective and intermediate and lower level results, the major activities conducted during the previous six-month period have included the following per intervention and corresponding R4:

- **Intervention #1:** Development of Innovative Math and Reading Programs. (IR 4.1 *Improved Quality of Teaching*)

Accomplishments: The NHP team assisted school development teams in the improvement of their overall plans. Each of the schools assisted received comprehensive and detailed support in effecting improvement in the quality of individual school literacy and numeracy programs. The results of the intensive diagnostic phase undertaken by the PIU between September and November 1999 to determine the specific needs of each school and each teacher, in literacy and numeracy instructions, in order to adequately address these needs, have been used to inform planning and implementation of interventions designed to improve the performance of children who have had limited success in school.

The findings identified a number of areas of weakness in both literacy and numeracy, many of which cut across grade levels and in some cases across schools. Analysis of the needs of individual teachers, grade levels and schools revealed that in mathematics there was an across-the-board need for training in the areas of statistics, geometry and measurement but with much individual and grade level variation.

Training needs in literacy were centered on strategies for motivating students to read high interest materials for low-level readers, connecting literature, reading and writing and the teaching of reading comprehension. Many discrete training needs, for example, the use of reading logs, flexible groupings, assessing students and learning strategies for word recognition, could best be addressed by teachers learning to conduct:

- writing – reading activities that would involve meta-cognition, such as a language experience approach that involves speaking, writing and reading, workshops for children, keeping of journals and portfolios and cooperative learning
- reciprocal teaching that involves students in making predictions from text, clarifying, self-testing of understanding and summarizing.
- **Intervention #2:** Teacher In-service Training. (IR 4.1 *Improved Quality of Teaching*)

Accomplishments: In the period of January to June 2000, the PIU specialists designed and developed illustrative activities for on-site workshop sessions and conducted on-site and cluster training workshops based on the teacher-needs data incorporated in the training plan. PIU specialists developed and implemented illustrative activities for on-site workshop sessions. Ideas pertaining to "Replacement Units", the use of calculators, and the use of manipulatives in algebra, for example, were explored. In literacy, cluster workshops with principals and teachers involved a range of illustrative demonstration activities focusing on the teaching of reading comprehension.

- **Intervention #3:** Governance and Leadership Training (IR 4.3 *Improved Management of Project Schools*)

Accomplishments: Activities conducted during the semi-annual period have focused on the development of modules to improve the effectiveness of school boards. A retreat was convened for presentation of the draft modules and twenty-two (22) modules were analyzed for structure, knowledge and skills content. The results of the analysis were given to writers for amendments to modules. A scope of work was developed and submitted for local consultancy activities to edit the training modules for school boards. A questionnaire was also developed to collect baseline data on the standards of school boards in project schools. Meetings of module writers were also convened to finalize the implementation approach.

- **Intervention #4:** Parent Training (IR 4.2 *Improved School Attendance*)

Accomplishments: Activities conducted during the semi-annual period to address improved school/parent/community involvement have included the following: Invitation to three persons to tender proposals for the illustration of the parent training coordinators manual and examination of proposals submitted. An illustrator was also selected for the parent training manual. Parent Training coordinators workshop was planned and conducted for cluster number 19. A total of nineteen participants were present and a Revised Parent Training Coordinator's manual submitted. A first draft report on pilot testing of parent training program was prepared. Monitoring of the establishment of Study Circles in four schools piloted was also conducted. Relevant documents to seek approval of consultant to implement the Parent Education and Training Program were prepared and submitted. Background information on PTA standards has been continuously collected.

- **Intervention #5:** Health and Nutrition (IR 4.2 *Improved School Attendance*)

Accomplishment: Progress in Health and Nutrition Intervention has been experienced during this award fee period, particularly in: implementation, sponsorship, community-school gardens and volunteer programs. Funding for the breakfast program was initiated in May 2000. During the needs assessment of schools, it was determined that at least three schools (i.e., Springvale, Fyffes Pen and Windsor Castle) were deficient in infrastructure and this needed to be rectified before any feeding could commence. Sponsorship was sought for the three schools and positive responses were received for varying degrees of support. In an effort to assist schools to develop their own funding programs, schools have been given sample letters and encouraged to contact the smaller business and civic organizations on their own. Some schools have already initiated contact.

All schools felt a need for a garden to provide the food required. Schools have expressed their intentions to start gardens - some on their own and others in collaboration with community persons. Volunteers have served as cooks, thereby reducing the cost of kitchen personnel. All schools have secured the services of at least one parent to assist with the breakfast programs either as cooks or assistants. Community persons also assist with infrastructure, free of charge. At one school cupboards were constructed with the assistance of a community member and the laying of tile in another school was done by a community member. Other cost saving strategies that are being considered are selective buying, bulk buying or use and sale of produce from gardens.

- **Intervention #6:** Supplementary Materials (IR 4.1 *Improved Quality of Teaching*)

Accomplishments: During the January to June, 2000 award fee period, collaboration was engaged between the NHP technical staff and the Core Curriculum Unit and Media Services Unit with regard to the materials that would enhance NHP delivery of services. Due to shortage of funding, the “exemplary” materials in math and reading which were in the process of being procured, were put on hold until such time that adequate funding was to be made available by USAID. All NHP schools received one or more set of calculators during the period. They were received by the first week of April. An NHP produced handbook was also distributed and in most schools direct guidance and illustrative training activities were conducted. PIU members also promoted the use of technology in the delivery of curriculum through a booth at the TECHVision 2000 Exhibition and Conference in April. Additional supplementary materials were distributed to all the 72 project schools. Specialists distributed handouts related to concepts passed on to teachers during training activities during May and in previous months.

The PIU specialists and project director continued to emphasize the importance of receiving the “exemplary” supplementary materials in math and reading which were in the process of being procured before the funding shortfall. These materials will be key to the site-based training in the fall of 2000.

- **Intervention #7:** Educational Technology (IR 4.1 *Improved Quality of Teaching*)

Accomplishments: The Ed Technology Consultant completed her stateside activities which resulted in a “Preliminary Report on Educational Technology Intervention”. Her late January trip required extensive school observations and interviews with numerous stakeholders involved and interested in the use of technology for improved teaching and learning. A meeting of the broad-based Ad Hoc Committee on Educational Technology met to deliberate on issues pertinent to NHP, focusing on the long-term effects, teacher- and student-driven rather than technology-driven decision making, building upon existing resources and infrastructure, and the integration of technology into the curriculum.

The basic recommendation proposed by the consultant addressed the rationale for “Multi media Resource Centers” as a viable approach under New Horizons. The plan was shared with stakeholders for alternative views and contributions and the revision of the report was completed based on the feedback received. The project director coordinated this effort in concert with the Head of the Media Services Unit of the MOEC.

- **Intervention #8:** Training of Resource Teachers (IR 4.1 *Improved Quality of Teaching*)

Accomplishment: During this semi-annual period, resource teachers have received training in a four-day and five-day workshop held between April and June 2000. They were trained in small concurrent groups by facilitators who were themselves trained by the literacy and mathematics specialists. Included in the training of the NHP resource teachers was the use of supplementary materials.

Areas of literacy that were introduced in the workshops included Reciprocal Teaching and meta-cognitive strategies as well as sessions on The Reading Writing Connection in which the resource teachers learned how to write poems, stories and songs to supplement their lessons. During the workshops resource teachers also received training in mathematics education. They were taught the use of set squares, triangles plastic stacking masses, protractors, simple scales, compasses, fractions stacks and calculators. The training revealed that some teachers are lacking basic training in literacy and numeracy. This often disallowed the specialists and other facilitators from covering the scope of work intended for training workshops. Evaluation done by teachers at school-based, cluster and resource teachers workshops usually indicated that teachers found the content and strategies they learned very useful.

- **Intervention #9:** Linking MOEC Data Bases **Intervention #10:** Linking Project School to EMIS Network (IR 4.3 *Improved Management of Schools*)

Accomplishments: The subsequent distribution and installation of the administrative computers in the Regional Offices and NHP schools was conducted in collaboration with the MOEC and JCSEF. With the completion of the installation, plans for the software and training are being updated in consultation with the Subcontractor, IDEAS.

Perhaps the most significant challenge encountered during the report period was the continuation of a temporary shortfall of funds in the Contractor's budget. This resulted in a slow-down of some activities and a work-stop order in others. Activities affected varied from the provision of supplementary materials, level of effort in the area of cluster training, and completion of school management software for administrative computers. Plans are now in place to address these and other levels of efforts that were reduce between January and June 2000.

INTRODUCTION

This document describes the activities and accomplishments of the New Horizons for Primary Schools (NHP) Project during January-June 2000. Following a brief description of the New Horizons Project, the overall expected results of the New Horizons Activity are presented. The subsequent section makes up the bulk of the report and consists of a narrative description of the principal activities carried out during the reporting period. This is followed by a section on “Performance” that presents the activities, products generated from the activities and outcomes of specific activities in tabular format, a section discussing problems encountered in project implementation, steps taken to resolve such problems and activities to be completed during the upcoming reporting period.

All sections are organized in terms of the Strategic Objective and the intermediate results to which NHP responds, specific lower level results are discussed in the narratives, as appropriate. A reference list includes all deliverables and other products submitted to the COTR from January through June 2000. These are available upon request. An expense report for the period makes up the final entry of this document. These two sections are contained within the Appendix.

Background:

New Horizons for Primary Schools is currently at the end of the second year of a five-year effort. The NHP is designed to improve student performance in grades 1-6 through employing a series of interrelated interventions that work in concert to change not only the learning experiences of children in the classroom, but the broader enabling environment of the school and community. NHP is funded by USAID Jamaica and the overall project is a seven-year effort. NHP is being carried out by Juárez and Associates, in collaboration with IDEAS, Ltd.

NHP is working in partnership with the Jamaican Ministry of Education and Culture and other members of the Jamaican education community to bring about changes in schools and classrooms that result in individual students having greater academic success in primary school. The strategic vision of NHP is to use a “bottoms up” approach to equip local communities, school principals, and teachers to improve local school policies, decision-making, and educational practice in favor of better quality learning for all children.

NHP supports the USAID/Jamaica strategic objective of *Increased literacy and numeracy among targeted Jamaican youth*. The NHP objective of building capacity to both manage educational reform at the local level and to improve instructional practice and student learning in the classroom directly support several Intermediate Results. These are: IR 4.1 *Improved Quality of Teaching*; IR 4.2 *Increased School Attendance*; and IR 4.3 *Improved Management of Schools*. The SO is supported through the implementation of ten interrelated interventions: Developing innovative mathematics and literacy programs; providing in-service teacher training in reading and mathematics; providing governance and leadership training for schools, communities and parents; offering parent education and

training; selective facilitating of health and nutrition activities; providing supplementary reading and mathematics materials; training teachers in educational technology and establishing computer laboratories; training resource teachers; integrating databases; and linking schools with the Jamaican regional and national EMIS system.

Expected Results:

New Horizons furthers the Strategic Objective by achieving 11 expected results. These results span the ten interventions and can be summarized as follows:

- Marked improvement in reading and numeracy performance among primary school students
- Innovative curricula and materials, which meet the needs of individual schools
- Classroom and resource teachers trained in the latest instructional approaches for reading and mathematics, educational technology (including computer assisted instruction and educational media resources)
- Modernized school management
- Exposure of teachers, students, and communities to educational technology and information systems
- Breakfast and nutritional education programs instituted in a number of project schools
- Empowerment of school boards and parent/teacher organizations
- Greater professionalism of teachers
- Increased attendance and academic promotion
- Jamaican youth prepared for the technologically-oriented marketplace
- Increased community and private sector involvement in support of schools

PRINCIPAL ACTIVITIES UNDERTAKEN DURING THE PERIOD JANUARY-JUNE 2000

Management, Reporting, Procurements and Evaluation Activities

A. Project Management

For this semi-annual period project management and reporting was undertaken with the same efficiency as in the previous periods, although some program planning and deliberations were adversely effected due to the funding shortfalls. Implementation plans for project activities were slightly modified to accommodate the available budget. This was done on the basis of priorities established in the areas of Interventions 1 (Innovative Math and Reading Programs) & 2 (In-service Teacher Training) as well as 5 (Breakfast Program) and the procurement of supplementary materials under Intervention 6. The completion of essential activities under Interventions 9 & 10 (Integrated Databases and EMIS) was also allocated funds, principally for the delivery and installation of administrative computers.

Term Reports from the principals of the NHP schools were received and analyzed by the project director. Establishing contacts with the six Regional Directors in order to request the MOEC required principal's "End-of-Year Report" from each of the 72 project schools is under consideration. As was the case with earlier reports of this nature, feedback based on the reports will be provided the principals through correspondence and, in select cases, individually.

Planning for each month was completed. Summer 2000 plans for the "Literacy Camps" and two other major activities were initiated as well. Teacher and principal training possibilities, elaboration of a "menu" of instructional strategies and other major activities were elaborated. A packet was prepared and sent to the NHP principals the last week in April. The cover letter informed schools of progress and upcoming activities such as the annual formative evaluation in a sample of project schools. It also provided guidelines for the annual review of the school development plans and completion of the second Term Report. A request for Newsletter articles on "best practices" was also included.

In collaboration with the Office of the Director of Projects and others such as the Jamaica Computer Society Education Fund, the project director and accountant focused on the completion of plans for the satisfactory installation of the "administrative computers" in the 72 project schools and six regional offices. The NHP director and specialists prepared and finalized plans and preparation for project involvement in TECHVision 2000 held in Ocho Rios the last week of April.

The NHP newsletter, "On the Horizons" was completed and the first 300 copies delivered or designated to key stakeholders. A request for articles on "best practices" has resulted in about three dozen potential articles which will be used for the first and subsequent issues. Feedback on improvements are being received.

An NHP "Retreat" was successfully conducted the end of June. A revised approach to training and technical assistance to the project schools was designed and schools grouped in accordance with key variables so as to spend greater, quality time with each school, increasing classroom teachers' effectiveness and child-centered teaching and learning.

The project director and accountant began to identify funding levels for the next project workplan, July 2000 – June 2001. Priorities have been identified with PIU specialists.

B. Reporting and Communications

Linkages with other agencies and institutions continued through meetings, correspondence and the like, including close coordination with the Math and Language Arts Sections, PDU and NCE in preparation for scheduled activities. The project director worked especially close to Mrs. Jackie Cousins and her staff of the Media Services Centre in the preparation of the Revised Educational Technology Plan. In addition, contacts continued with schools regarding a variety of matters. These included follow-up on school development plans with selected schools, mathematics and literacy program planning at the school level, notification of school visitations and cluster workshops, and the distribution and installation of computers and sets of calculators. Directors of regional offices and the Director of Projects were provided copies of key correspondence so as to keep them informed of NHP activities, particularly those that might have impact in the field or at the school level.

The first NHP newsletter entitled "ON THE HORIZONS" (which is to serve as a means of sharing and improved communications with school personnel and other stakeholders at various levels) was completed and is being distributed. A total of 1500 issues will reach stakeholders at all levels, including each of the school principals and teachers.

C. Procurements

The installation of the administrative computers in project schools was completion in June in the 66 schools determined ready on the basis of pre-established criteria. The total of computers installed amounts to 84 of the 90, including the 18 installed at the Regional Offices in March.

D. Evaluation Activities

In June the Formative Evaluation Team, headed by Dr. Ray Chesterfield, completed the fieldwork associated with the gathering of data for the first formative evaluation of the project. A random, stratified sample of 16 schools and 27 classrooms were visited between May 22-June 2, excluding Mid-term holidays. The Trip Report and document entitled “Year 2000 Project Performance” were received by the project director and subsequently submitted to USAID. The performance report was shared with the PIU specialists, director of projects and others. Summary information on the findings, conclusions and implications are under study and were shared at the aforementioned NHP retreat. One clear implication calls for increased “hands-on” support in schools and classrooms in order to assist teachers to develop appropriate learning strategies within local contexts.

Major Activities in Relationship to Intermediate Results

Strategic Objective: *Increased literacy and numeracy among targeted Jamaican youth.*

Intermediate Result 4.1: *Improved Teacher Quality*

Collaboration with MOEC in the Implementation of Revised Primary Curriculum

PIU specialists continued to collaborate with the Core Curriculum Unit Education Officers in facilitating the NHP teachers’ use of the Revised Primary Curriculum to foster learner-centered activities. Action plans for delivery of the Revised Primary Curriculum and instructional materials received from Media Services were undertaken in a collaborative manner and completed for all 72 schools. PIU subject-matter specialists assisted teachers on-site in the use of the Curriculum Guides, Mathematics Replacement Units and other materials. This was a continuation and further in-depth follow up to activities initiated in the previous report period.

Guidance in use of Supplementary Materials

Collaboration was also engaged between the NHP technical staff and the Core Curriculum Unit and Media Services Unit with regard to the materials that would enhance NHP delivery of services. Due to shortage of funding, the “exemplary” materials in math and reading, which were in the process of being procured, were put on hold until such time that adequate funding was to be made available by USAID. Nevertheless, teachers were assisted in developing materials for varying levels, using materials they already had. That is, some teachers indicated that they interfaced with students of varied reading levels in the very large classes. The literacy specialist facilitated activities in which teachers rewrote materials, adjusting the level above or below their original level, to the level needed. For example, a story written for students reading at Grade 4 would be rewritten, maintaining the same plot and other story elements, for students reading at the pre-primer level in Grade 4. Other areas covered included the use of materials outside the classroom such as recipes, road signs, labels and sale advertisements. All NHP schools received, by the end of the period, one or more set of calculators. This process was completed by the first week of April. An NHP produced handbook was also distributed and direct guidance and illustrative training activities were conducted at the site-based and cluster workshops cited under Criterion # 2 above. Additional supplementary materials were distributed to all the 72 project schools such as handouts related to concepts passed on to resource teachers during training activities during May and in previous months. Mathematics specialists were able to guide teachers through activities that assisted them in applying appropriate use of supplementary materials. This was achieved mainly through the use of group work activities. The mathematics specialists ensured that manipulative materials that the schools had received during a prior project were being utilized appropriately in the schools. In most cases they found that teachers expressed unawareness of the existence of these materials. They were often discovered in locked cupboards unused and in their original state. In such cases, the teachers were introduced to the materials and given guidance as to their appropriate use.

Conduct of Workshops

The more specific areas for emphasis in training teachers to provide effective instruction in *numeracy* and *literacy*, comprised the more significant recommendations emerging from the NHP *Training Needs Report* (December 1999). These recommendations informed the contents and delivery systems of the In-service Training Workshops for the two curriculum areas specified above.

For both *site-based* and *cluster* workshops, PIU. Specialists illustrated/demonstrated how the related activities could be presented. Areas covered included some of the areas selected from the *Training Needs Report* specific to Literacy such as: selecting literacy activities from the curriculum to match reading skills in comprehension; teaching students to formulate questions from the material they read; evaluating the difficulties students encounter in reading comprehension and using text structure/signal words to facilitate reading comprehension and writing activities, among others.

The demonstration and illustrative activities presented by the PIU specialists in the areas specified were followed in most instances, by simulation sessions by the teachers. Additionally, *case study analyses* were conducted in order to provide teachers with real-classroom understanding of the related literacy learning problems and the possible attendant corrective measures for instruction. The reporting and modeling activities, in which the teachers participated, were meta-cognitive in nature, in the sense that these activities provided opportunities for them to be aware of, and have control over, the processes involved in both the *teaching* and *learning* of literacy pursuits.

As was the case for literacy, the numeracy workshop activities were driven by the findings of the *Training Needs Report*. The specific content areas covered during presentation by the Mathematics PIU specialists comprised using Replacement Units to included appropriate grades 1 - 6 activities. *The Replacement Units* constitute support material system for MOEC Revised Curriculum. The participants were introduced to the units and how to use them in the selection of meaningful activities for the successful implementation of the revised curriculum.

During the workshops teachers were expected to identify and apply: the *Objectives, Skills, Materials, Instructional Strategies* in the support materials and the curriculum which were considered suitable in teaching the specific areas. Areas reviewed during training included: **Teaching Algebra across the grades:** [a] Highlighting the algebra content for grades 1 – 6 and ensuring that teachers had a clear understanding of the related concepts, and [b] Addressing activities in Algebra from the mathematics curriculum which were found to be challenging by teachers; **Use of Calculators across the curriculum** [a] teachers in the workshops were introduced to the handbooks which accompanied the calculators [b] The rationale behind the use of calculators in mathematics instruction was discussed and followed by representative exercises and [c] Use of the calculators was also integrated in the activities specific to the Replacement Units – e.g. Decimals and Investigating Palindromes.

The PIU specialists continued planning activities in preparation for proposed July, August and September 2000 teacher training. This included NHP involvement in the Literacy Camps for 4th graders and refinement of strategies for improving the results at the classroom level during the next school year.

Development of School Specific Literacy and Mathematics Programs

Specific emphasis was given to math and literacy in select school in order to assist in the improvement of the delivery of numeracy and literacy programs as key components of the development plans. Guidance consistent with these principles was initiated from the very beginning of project implementation. This process continued throughout the fourth performance award fee period in a variety of ways. Contacts were made on three or more occasions with each and every NHP school through direct correspondence and/or telephone conversations between the project director and school principal. The PIU specialists also provided direct, hands-on assistance to forty-nine school development teams (SDTs) during the report period through cluster and site-based workshops. This

generally included school development teams members, classroom teachers and school principals from project schools. During these training activities the philosophy, core principles, goals and strategies of New Horizons were reviewed and attention was given to the specific needs of each of the participating schools on ways of improving the overall quality of development plans (SDPs). The NHP technical team assisted school development teams mainly in the preparation of innovative programs in literacy and mathematics, while addressing the matter of quality. In addition to this sample, model plans were analyzed and related to the context of the particular school(s) at the training session. Some schools such as the three large to very large ones in the West Kingston and St. Andrew Principals' Association participated in specially organized SDP workshops organized by the Regional Education Officer assigned to those schools. The NHP project director was present for these workshops and assisted the three NHP principals with their planning activities. School development plans were reviewed and revised as a result of these activities. As noted in earlier related reports, the state of the art of school development planning at the primary school level continued to present a big challenge to the PIU. The amount of attention directed toward this challenge tapered down by the end of the recently completed school year since 71 of the 72 project schools have a SDP on file at the NHP office. The principal at the school for which a plan is missing has produced a draft that is to be finalized in the month of July. The NHP director has taken on the responsibility of assuring a closer coordination with the National Council on Education (NCE) in providing guidance to the school development teams and he has been conducting site-based activities in this area with school principals and representatives from the SDTs and schoolteachers and staff.

Advancing Plans for Educational Technology

Upon completion of her stateside activities, which resulted in a "Preliminary Report on Educational Technology Intervention", the Educational Technology Consultant conducted an in-country consultancy. This late-January trip required extensive school observations and interviews with numerous interested stakeholders involved in the use of technology for improved teaching and learning. During her trip, the broad-based Ad Hoc Committee on Educational Technology met to deliberate on issues pertinent to the Ed Tech Intervention. Among other issues, the committee focused on the long-term effects, teacher- and student-driven rather than technology-driven decision making, building upon existing resources and infrastructure, and the integration of technology into the primary curriculum. The basic recommendation proposed by the consultant addressed the rationale for multi-media resource centers in as many as eight sites across the country as a viable approach under New Horizons. A draft educational technology plan was shared with stakeholders for alternative views and contributions and a revised version was completed based on the feedback received. The project director coordinated this effort in concert with the Head of the Media Services Unit of the MOEC. The plan set forth, while substantially different from the mode of delivery proposed originally, is on target in terms of the spirit of the NHP as well as the expected contributions of this intervention to total project success. It is anticipated that a modification of the J&A contract will be required once key partners concur on any significant revisions to the NHP ed tech plan. A comprehensive document entitled **Revised Educational Technology Plan** was submitted to the Media Services Unit for concurrence before the close of the period.

Intermediate Result 4.2: Increased *School Attendance*

Parental Training Activities

The nutrition specialist completed the final version of the **Parent Training Manual in Health** as required. The draft document which was submitted in February was finalized and re-submitted in April 2000. Because of the shortage of funds, the manual was not reproduced but copies will be made available to schools on request. The final document of 48 pages along with an appendix of recipes was reviewed by selected stakeholders earlier in the year before the final changes were incorporated in the manual. The objectives of the document are to:

- Educate parents and the school community on how to improve their health and nutrition and that of their children;
- Use the health and nutrition activities to encourage greater parent and community participation in school life;
- Use food and nutrition activities as an income-generating vehicle to support either the schools' feeding program or assistance programs for needy children.

Breakfast Program

During the period the nutrition specialist worked with the eight (8) breakfast program schools in designing and implementing approaches to tap resources for ensuring sustainability of each of the program. The kitchens at Springvale Primary and Fyffes Pen Primary were upgraded with equipment and cupboards to facilitate the preparation of meals. Other schools received donations of cash such as Cavaliers - \$5,000; Green Park - \$10,000; Windsor Forest - \$2,000; Negril - \$20,469; Fyffes Pen - \$4,000 (all in Jamaican dollars). All schools have determined activities to generate their own funds by having periodic Fund Drives and these will also serve as efforts to interest parents in the life of the school eg. Windsor Forest had a health fair in February which realized a profit of \$2,500. Other efforts included a community/school garden to supply produce for the breakfast, volunteer services from community members and sponsorship have been sought from various companies and donor agencies. These efforts and plans are documented in a report entitled **Parent and Community Participation Activities in School Breakfast Programs**.

Intermediate Result 4.3: *Improved Management of Schools*

Support of Schools in the Management of School Development Plans

Beginning in the middle of January, 2000 the Project Implementation Unit set about a program of school visits and cluster settings to give direction to Principals and some of their School Development Teams (SDTs) in writing School Development Plans. The schools were prioritized and assistance was given to those schools that had either not submitted to date a plan or submitted plans requiring improvement. Furthermore, in discussing plans with SDTs, it was almost universally found that schools were already engaged in

activities which generally supported literacy and numeracy. However, these activities had been taken for granted and had not been included in the plans that schools had drafted. These omissions have been since corrected. The director of the NHP has maintained correspondence with principals to continuously support the school plans. As a result of these efforts, the NHP can report that all except one of the NHP schools have submitted complete plans.

Distribution and Installation of Administrative Computers

The 90 “administrative computers” to be installed in the 72 project schools and six regional offices remained in storage throughout the month of January. Nevertheless, the NHP successfully distributed administrative computer to all six Regional Offices as well as to 66 project schools. Six (6) are presently being assisted with infrastructure and are expected to be receiving computers in the near future.

The computer suites included (1) administrative computer and one (1) HP Laserjet 1100 Printer. The Jamaica Computer Society Education Foundation was contracted and completed the following activities: Hooked together the system components, ensured machines were booted, ensured the pre-loaded software was functional, and ensured the machines performed normal restart and shut down procedures.

PERFORMANCE

Table 1: SO 4. Increased Literacy and Numeracy Among Targeted Jamaican Youth

| ACTIVITY | DESCRIPTION | PARTICIPANTS | PRODUCTS | OUTCOME/RESULTS |
|---|---|--|--|---|
| 1. Developing Innovative Mathematics and Literacy Programs. Collaboration with MOEC in implementation of Revised Primary Curriculum | PIU provided specialized input to MOEC activities including literacy summer camps, training of trainers, and training of teachers | PIU specialists and Project Director, members of Core Curriculum Unit, PDU Training Coordinator; approximately 24 trainers of trainers, 156 resource teachers, 45 principals, 145 regular classroom teachers | Training materials Core of Experienced Trainers Identified | All of NHP teachers made familiar and trained in the revised curriculum. Base formed for NHP complementary work. |
| Develop mathematics and literacy innovations implementation plan | NHP Team assisted school Development Teams in the improvement of their overall plans. | PIU specialists and School and approximately 66 School Development Teams | Individual project school development plans and status report on 71 submitted plans completed. | School Development Teams participate in the development process and understand innovative programs. |
| Training conducted in Reading and Numeracy | Training activities addressed the following: reading activities that would involve meta-cognition and mathematics activities involving instructional materials. | Approximately 30 principals, 24 trainers and 156 resource teachers, 145 regular classroom teachers. | "Supporting the Design of Individual Literacy and Numeracy Materials" | Teaches of selected schools, resource teachers of NHP schools and trainers trained in use of innovative strategies in order to implement innovative programs. |

Table 2: IR 4.1 Improved Teacher Quality

| ACTIVITY | DESCRIPTION | PARTICIPANTS | PRODUCTS | OUTCOME/RESULTS |
|---|---|---|---|--|
| 2 In-service Teacher Training in Reading and Mathematics | See Table 1 above | | | |
| 6 Supplementary Reading and Mathematics Materials | | | | |
| Materials approved and awaiting procurement. | Materials approved and awaiting procurement. | Materials approved and awaiting procurement. | Materials approved and awaiting procurement. | Materials approved and awaiting procurement. |
| 7 Educational Tech. | | | | |
| International consultancy in Education Technology | Dr. Karen Price completed working document in Educational Technology. Document submitted for approval by Media Services | Project Director, Media Service Unit, Dr. Karen Price | "Revised Educational Technology Report" (awaiting approval) | Suggestive guidelines for technology program for NHP schools |
| 8 Training Literacy and Mathematics Resource Teacher | | | | |
| Training of Resource Teachers | Workshop topics focused on reciprocal teaching, meta-cognitive strategies and use of calculators | PIU, CCU and PDU Approximately 25 trainers and 156 teachers. | "Ensuring Proper Usage of Literacy and Numeracy Materials" | Support for teacher implementation of innovative instruction |

Table 3: IR 4.2 Increased School Attendance

| ACTIVITY | DESCRIPTION | PARTICIPANTS | PRODUCTS | OUTCOME/RESULTS |
|--|--|---|--|--|
| 5. Health and Nutrition | | | | |
| Program Implementation | Development of sponsorship, community-school gardens, and volunteer activities. | Eight participating schools, Health and Nutrition Specialist Sponsors | "Parent and Community Participation Activities in School Breakfast Program" | Kitchens at Springvale Primary and Fyffes Pen were upgraded with equipment/cupboards, gas cylinder to facilitate meal preparation. Other schools received donations of cash such as Cavaliers - J\$5,000; Green Park - J\$10,000; Windsor Forest - J\$2,000; Negril - J\$20,469; Fyffes Pen - J\$4,000. In some NHP schools, volunteers serve as cooks |
| Implementation of Breakfast Program (funding initiated in May, 2000) | Met with nutrition committee of SDT to confirm start and logistics of breakfast programme. Revised the procedures for monitoring the menu and use of foods with coordinator and teachers. Prepare proposal forms to be submitted to USAID and JSIF. Handed over funds. | Health and Nutrition Specialist and Accountant | Specific responsibilities given to parents and community participants, forms completed. Breakfast programme commenced. | 14,467 breakfasts provided for 391 students (391x37 days) across seven participating schools. |

Table 4: IR 4.3 Improved Management of Schools

| ACTIVITY | DESCRIPTION | PARTICIPANTS | PRODUCTS | OUTCOME/RESULTS |
|--|---|--|--|--|
| 3. Governance/ leadership training for schools, communities and parents Development of modules to improve effectiveness of school boards. The results of the analysis were given to writers for amendments to modules. | A retreat was convened for presentation of the draft modules and twenty-two (22) modules were analyzed for structure, knowledge and skills content. | NCE and 11 module writers | No contractor product | A scope of work was submitted for local consultancy activities to edit the training modules. A questionnaire was also developed to collect baseline data on standards of school boards in project schools. Module writers were convened to finalize implementation approach. |
| 9 Integrating Databases 10 Linking Schools with the Jamaican Regional and National EMIS Network | Distribution and installation of administrative computers in Regional Offices and 72 NHP schools. Consultant to develop connectivity plan identified and scope of work approved. | EMIS Specialist, MOEC, PIU Accountant, COP and Home Office of J&A EMIS Specialist, J&A, and USAID | 90 Computer suites including computers and printers. | Successful installation. With the completion of the installation, plans for the software and training are being updated in consultation with the Subcontractor, IDEAS. Support for the improvement of school management and decision making after installation and training. Eventual modernized and efficient management system. |

PROBLEMS ENCOUNTERED

- **Obligation of funds.** Perhaps the most challenging difficulty encountered by the contractor during the report period was the delay in the obligation of funds. The funding shortfall was anticipated as reported on in the previous semi-annual report. However, even with this knowledge, it was difficult to move ahead on the expenditure of monies for such items as supplementary materials in reading and mathematics and the contracting of consultants. The COP worked closely with the project accountant and Home Office of J&A to coordinate the most prudent budgetary plan and implement expenditure. Continuous dialogue was carried out with the Development Program Specialist/CTO at USAID in order to address this problem in a concerted manner.
- **Difficulties associated with administrative computers.** Lack of readiness for administrative computers on the part of all schools and difficulties associated with storage, proper furniture and safe delivery of the computer suites delayed the completion of the installation process, especially at the school level. Through improved communications and an understanding of the constraints of the NHP partners and schools, actions were taken to satisfactorily complete the task prior to the close of the report period and 1999-2000 academic year.
- **Obstacles to school development planning.** As with the previous period, the PIU specialists and project director continued to address the lack of knowledge and experience of principals with school development planning. It became evident over the second half of the school year, that particular schools were having considerable difficulty with the completion and/or improvement of the school development plans. Since other partners were unable to answer the call for closer collaboration in this fundamental area for school reform, the PIU specialists incorporated a segment of SDP writing into its on-site and cluster training workshops. Special effort was directed at the incorporation of both mathematics and literacy activities into the individual plans within the particular context of each school. Noteworthy progress has been made in term of the quality of the SDPs as a result.

STATEMENT OF WORK

With the austerity budget a reality for almost the entire work year ahead for J&A and its partners, a well-formulated workplan and corresponding budget that take into account the most cost-effective strategies across all project interventions is essential. The current obligation of funds will have to last at least until the end of April 2001. Intervention 1 (Innovative programs in math and reading) as well as Intervention 2 (Inservice teacher training) will principally expend funds for low-cost and hopefully high-returns site-based

training for improved quality of teaching among all 750 NHP teachers at the classroom level. This takes into account the findings and implications of the annual formative evaluation recently completed. The site-based, ground-up training within the schools will be facilitated by the allocation of approximately 18 schools for a term and one-half to one of the four PIU subject-matter specialists. This approach to improved child-centered teaching and learning under NHP will be further enhanced by the procurement of the supplementary materials (Intervention 60) that were placed on hold as a result of the funding shortfall. Mainly reading materials for grades 1 – 6, the materials will serve as a “shot in the arm” for the implementation of the Revised Primary Curriculum which is about to enter its second year in NHP schools. The formative evaluation findings, once again, call for such enrichment of the materials within the classrooms while assuring more hands-on and student-centered instruction. These three interventions will dovetail well with the progress being made with the preparation of over 144 resource teachers. (At least one in mathematics and one in literacy in each of the 72 project schools and additional ones in some of the larger schools, giving a current total of 156 resource teachers in training.) These specially trained teachers will be pivotal to the success of the project. In a sense, they will be the “troops” in the field under the leadership of the school principals and guidance and technical support of the NHP in collaboration with the MOEC Education Officers at the central and regional levels. Intervention 7 (Educational Technology) will begin to come alive in that it is anticipated that there will be swift concurrence and approval of the revised plan to, in essence, promote the application, selection and initiation of Multi-Media Resource Centers so as to have the first one up and running in the fall of 2001. While expenditures will most likely be minimal in the next period, July to December 2000, well-designated ed tech activities that deal with “content” identification and possible development by the PIU specialist and the Core Curriculum Unit with the assistance of the Media Services Unit will need to be undertaken. In addition, now that each school and the six regional offices have computers, both the management and instructional software and learning issues must be addressed. Intervention 9 and 10 will require funding in order to complete the administrative/school-management software, provide training and define the other fundamental activities for the austerity period immediately ahead. All this will be designed in close collaboration with the head of the Planning Unit and the subcontractor, IDEAS, Ltd. The First Annual NHP Retreat completed at the end of June 2000 assisted the NHP partners to better focus on its vision and, among other improvements, enhance the member’s recognition and willingness to move additional levels higher in the areas of communications and collaboration.

LIST OF PRODUCTS/DELIVERABLES

| Period of January, 2000 to June, 2000 |
|---|
| Breakfast Monitoring Report |
| Report on Implementation of Computer Equipment at 66 NHP Schools |
| Parent Education in Health and Nutrition: A Manual for Working with Parents and the Community |
| Report on Site-Based and Cluster Workshops |
| "Parent to Parent" - A Programme for Training Parents Coordinators |
| Revised Educational Technology Plan |
| Report on Guidance Provided to School Development Teams |
| Ensuring Proper Usage of Literacy and Numeracy Materials |
| Supporting the Design of Individual Mathematics and Literacy Programs |
| Parent and Community Participation Activities in School Breakfast Programs |
| Contractors Performance Report |
| Year 2000 Project Performance Report |

